

***Department of  
Career and Technical Education***

***Program Evaluation for Business and Office Technology***

Local Education Agency (LEA): \_\_\_\_\_  
Reporting\_Date: \_\_\_\_\_  
Completed\_By: \_\_\_\_\_  
Instructor: \_\_\_\_\_  
Administrator: \_\_\_\_\_

S = A Strength  
M = Meets Expectations  
I = Improvement Opportunity  
NA = Not Applicable

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**Standard One - Instructional Planning and Organization**

- 1 ) Is curriculum and instruction aligned with the national standards for business education, the state business education frameworks and business/industry certification standards? (Suggest reviewing program objectives, national standards and state frameworks.)
- 2 ) Is there evidence of incorporating basic skills (math, English, career awareness, etc.) and workplace skills (teamwork, communication, etc.) into the program? (Suggest reviewing K-14 keyboarding and computer curriculum.)
- 3 ) Is a plan in place that addresses curriculum/technology updates, instructional materials, professional development, budgeting and advisory committee utilization? (Suggest reviewing instructional plans.)
- 4 ) Are course descriptions and grading plans on file that reflect the teaching of employability and occupational-related skills, with evidence that a copy was given to each student? (Suggest reviewing course descriptions.)
- 5 ) Is the program part of an articulated K-12 (or K-14) keyboarding and computer instruction plan? (Suggest reviewing elementary, middle school, secondary and postsecondary curriculum offerings.)
- 6 ) Describe the program's strengths for instructional planning and organization:
- 7 ) Describe the program's improvement opportunities for instructional planning and organization:

**Standard Two - Instructional Materials Utilization**

- 1 ) Does instructional materials support the national standards for business education, the state business education frameworks and business/industry certification standards? (Suggest reviewing instructional materials.)
- 2 ) Are instructional materials adapted to meet individual needs, interests and rates of learning? (Suggest reviewing instructional materials and lesson plans.)
- 3 ) Is appropriate use made of the Internet, computer software, CD-ROMs and other emerging technologies? (Suggest reviewing instructional materials and lesson plans.)
- 4 ) Does the curriculum enable students to make informed choices among technology resources for the purpose of research, problem solving and decision making in content learning? (Suggest reviewing curriculum.)
- 5 ) Is appropriate use made of instructional materials that support business/industry certification so that students are afforded the opportunity to obtain certification credentials? (Suggest reviewing instructional materials and course descriptions)
- 6 ) Describe the program's strengths for instructional materials utilization:
- 7 ) Describe the program's improvement opportunities for instructional materials utilization:

**Standard Three - Instructional Personnel**

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- 1 ) Does faculty hold the appropriate license/credential required for Business and Office Technology? (Suggest reviewing credential status.)
- 2 ) Does faculty participate in professional development opportunities? (Suggest reviewing professional growth activities from past years.)
- 3 ) Does faculty work cooperatively with other faculty to correlate the instructional program with other subject areas? (Suggest reviewing cooperative activities.)
- 4 ) Is faculty involved in related professional organizations? (Suggest reviewing professional organization memberships and types of involvement.)
- 5 ) Does faculty maintain a positive relationship with the school and community? (Suggest identifying instructors' relationships with key individuals that pertain to the program.)
- 6 ) Describe the program's strengths for instructional personnel:
- 7 ) Describe the program's improvement opportunities for instructional personnel:

**Standard Four - Enrollment and Student-Teacher Ratio**

- 1 ) Are enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines? (Suggest reviewing CTE guidelines and enrollment in each class. )
- 2 ) Are class sizes appropriate to the size of the facility and number of work stations? (Suggest reviewing class to ratio of workstations.)
- 3 ) Does recruitment information ensure that students, counselors, administrators and parents are made aware of the goals, activities, prerequisites and career opportunities available to students? (Suggest reviewing recruitment efforts and materials.)
- 4 ) Are classes scheduled to avoid conflicts with other required graduation courses? (Suggest reviewing master schedule.)
- 5 ) Describe the program's strengths for enrollment and student-teacher ratio:
- 6 ) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

**Standard Five - Equipment and Supplies**

- 1 ) Is the quantity and quality of equipment and workstations adequate to support the independent study needs of each student? (Suggest reviewing equipment and workstations in relation to the number of students enrolled in each class.)
- 2 ) Is a current inventory of equipment, software, licenses and courseware on file and updated annually? (Suggest reviewing equipment inventory.)

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- 3) Do equipment, instructional materials and software reflect current and emerging business technology? (Suggest reviewing equipment and instructional materials to determine if they simulate that used in industry.)
- 4) Are procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning equipment? (Suggest reviewing budget allotment, computer replacement plans and availability of technology coordinator for maintenance/repair needs.)
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe the program's improvement opportunities for equipment and supplies:

**Standard Six - Instructional Facilities**

- 1) Is the size of the facility and the number of workstations adequate to ensure safe and quality training in relation to the program's objectives? (Suggest observing size of classroom and the number of students per class.)
- 2) Is storage space for supplies, projects, equipment and materials sufficient for the program? (Suggest observing storage space.)
- 3) Are facilities being properly maintained in order to provide an environment conducive to learning and working? (Suggest observing facility maintenance in terms of proper maintenance, repair work, comfortable climate control, etc.)
- 4) Does each classroom have adequate electrical, Internet and network connections? (Suggest observing facility.)
- 5) Describe the program's strengths for instructional facilities:
- 6) Describe the program's improvement opportunities for instructional facilities:

**Standard Seven - Safety and Sanitation Training and Practices**

- 1) Is appropriate safety/sanitation instruction planned, demonstrated and practiced by the teacher during instructional and lab activities? (Suggest reviewing safety/sanitation units being taught and observing lab processes.)
- 2) Are classrooms and storage areas arranged to emphasize safety? (Suggest observing facilities.)
- 3) Are network and computer connections appropriately maintained and housed to provide an environment that is safe and conducive to learning? (Suggest checking connections.)
- 4) Is facility adequate in terms of size, temperature, lighting, dust control and noise control in order to provide an environment that is safe and conducive to learning? (Suggest checking classrooms.)
- 5) Describe the program's strengths for safety and sanitation training and practices:

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- 6) Describe the program's improvement opportunities for safety and sanitation training and practices:

**Standard Eight - Program Advisory Committee and Community Relations**

- 1) Does the program's advisory committee meet in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing advisory committee minutes.)
- 2) Does the advisory committee include representation from school personnel, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)
- 3) Are recommendations from the advisory committee acted upon and/or incorporated into the curriculum and the results relayed to all committee members? (Suggest reviewing meeting minutes for recommendations.)
- 4) Describe the program's strengths for program advisory committee and community relations:
- 5) Describe the program's improvement opportunities for program advisory committee and community relations:

**Standard Nine - Leadership Development Opportunities/Career and Technical Student Organization**

- 1) Are leadership and/or FBLA-PBL activities integrated into the instructional program? (Suggest reviewing how CTSO and/or leadership activities are incorporated into the instructional delivery system.)
- 2) Is each student afforded the opportunity and encouraged to become an active member of FBLA-PBL? (Suggest reviewing membership development and recruitment.)
- 3) Is each student provided the opportunity to participate in local, state and national leadership, career and personal development activities? (Suggest reviewing chapter requirements for participating in conferences, proficiency events and chapter activities.)
- 4) Does administration allocate ample time, recognition and support for FBLA-PBL meetings, programs and activities? (Suggest reviewing how FBLA-PBL is an integral part of the program.)
- 5) Describe the program's strengths for career and technical student organizations:
- 6) Describe the program's improvement opportunities for career and technical student organizations:

**Standard Ten - Workplace Experience/Cooperative Learning Experience**

- 1) Does each student enrolled in the program have the opportunity to participate in workplace learning experiences or a cooperative education program? (Suggest reviewing work-based learning opportunities.)

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- 2) Is the required training agreement, training plan, and other appropriate documentation signed and on file for each student enrolled in a cooperative education program? (Suggest reviewing documentation for each student participating in a work-based experience.)
- 3) Is time provided in the instructor's schedule to coordinate and supervise students participating in cooperative education? (Suggest reviewing master teaching schedule.)
- 4) Does each student have an opportunity to compile a resume, complete a job application, prepare for a job search and complete other relevant applications as part of the instructional program? (Suggest reviewing career-planning activities, work-based learning practices and job search assistance.)
- 5) Describe the program's strengths for coordination activities:
- 6) Describe the program's improvement opportunities for coordination activities:

**Standard Eleven - Special Populations**

- 1) Is program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities)
- 4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent meetings.)
- 5) Has program been successful involving special population students in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) Describe the program's strengths for special populations:
- 7) Describe the program's improvement opportunities for special populations:

**Standard Twelve - Educational Equity**

- 1) Does the program recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) Does the program ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)

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- 3 ) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
  - 4 ) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
  - 5 ) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
  - 6 ) Describe the program's strengths for educational equity:
  - 7 ) Describe the program's improvement opportunities for educational equity: